



San Luis Middle School

Gadsden Elementary District

22751 S. Main Street, San Luis, AZ 85349

Mailing Address: P.O. Box 6870, San Luis, AZ 85349

ARIZONA
School Report Card
2001-02

Principal: Mr. Stephen V. Smith

Schedule: 7:00 AM to 4:30 PM

Web Address: www.gesd32.org

E-mail: ssmith@slms.echalk.com

Grades: 7, 8

2001 Enrollment: 797

Phone: (928) 627-1015

Fax: (928) 627-9339

▼ School Overview ▼

Mission

We are committed to establishing an educational environment which will empower individual students to strive for academic and social success as a lifelong personal pursuit. We believe: Students are the future. All students can learn. High expectations are critical for success. In equal access to academic achievement. All people deserve to be treated with dignity, respect and tolerance with appreciation for cultural diversity.

Organization and Philosophy

- w Departmentalized Classrooms
- w Traditional
- w Flexible Block Classrooms
- w Team Teaching

School/Academic Goals

- w Students will perform at grade level or above in reading, language and mathematics using state-approved evaluation instruments.
- w Assist ESL students in becoming truly bilingual and preparing them for the transition to English-only classes.
- w To implement a schoolwide Title I project assisting each student to become more computer literate and improve their skills and interest for learning.
- w Supplement an itinerant program for children with learning disabilities (mainstreaming).

Instructional Programs

- w ESL
- w Middle School Philosophy
- w On-site Special Education
- w Gifted
- w Character Education Program
- w Safe Schools Program
- w School Resource Officer

Enrollment

October 1, 2000 School Year Student Enrollment:	738
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	0

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w School Safety Issues
 w Student Incentive Programs
 w Parent/Educator Relations
 w Staff Recognition
 w Increased Parent Involvement
 w School Needs Assessment Review

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	1.20	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	1	0	0
10 or more years	8	5	0	0

▽ Shared Responsibilities ▽

School

One month before the school begins, an information letter is sent to all parents sharing specific information about the new school year. An orientation meeting is held the week before school begins. This year we partnered with the San Luis Police Department to provide a School Resource Officer. The middle school distributes a monthly newsletter to parents. A progress report is prepared and sent home at the middle of each nine weeks with a report card prepared at the end of the nine weeks.

Parents

A school district-required Dress Code requires parents to have students dress appropriately each school day. Parents are encouraged to send their children to school every day. Truancy reporting procedures are followed when students are frequently out. Parents are encouraged to participate as school volunteers. Parent PTO representatives work together to motivate other parents to come to school meetings and other functions and to become involved in their child's education.

▽ Transportation Policy ▽

The school board provides regular school bus transportation to and from school for students with disabilities as indicated in their Individual Education Programs or 504 Accommodation Plans. Buses are provided for students who live more than one mile from school; and students living within a one-mile radius of the school where hazardous or difficult routes exist.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/13/01
Average Daily Instruction Time:	6 hrs. 15 min.	Last Day of School:	5/24/02

Operates on Traditional Schedule

Report Card Release Dates

10/17/01	1/9/02	3/20/02	4/24/02
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Community College/Evenings	W Computer Lab
W Media Center/Library	W Activity Center

Extracurricular Activities

W Interscholastic Athletics	W New York/Washington, DC Trip
W Chess Club	W Student Council
W Marching Band	W Concert Band
W School Yearbook	W Community Service Program

School/Community Resources

W Health Services	W Lunch Program
W Breakfast Program	W Counseling Services
W Crisis Intervention	W Local Police Enforcement Assistance
W Anti-gang/Violence Programs	W Evening Programs - Community College

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Eighth grade students achieved near the state average in math on the standardized achievement test.</p> | <p>w Aprenda scores for grades 6-8 had some of the highest scores in the state.</p> |
| <p>w Additional computers were added to school for student use. This has allowed more students access to technology. The Internet is available for use in SLMS computer lab and library.</p> | <p>w The School Community Service Program is available on a volunteer basis to all students. Over a two-year period, a student can serve up to 150 hours helping teachers, students and office staff.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.6 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	5.9 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.1 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	2.0 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	98.7 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	1.3 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Yuma County 1st Yr. Teacher of the Year	2000
1st Place Student - Yuma County Science Fair	2001
Boys Soccer and Softball Champions	2001
Yuma County Chess Champions	2001

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2000-01

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	287	469	55%	21%	18%	4%
	State	56652	505	23%	20%	40%	17%
Writing	School	281	456	45%	39%	14%	0%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	289	430	62%	31%	5%	0%
	State	56871	454	43%	40%	12%	6%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
7	Reading	100	21	52	100	20	52	100	17	53	76	19	52	75	20	53
	Language	100	22	49	100	21	52	100	19	54	78	23	54	77	26	55
	Mathematics	100	41	50	100	39	53	100	31	55	78	31	56	76	44	58
8	Reading	100	24	54	100	31	54	100	24	54	75	28	53	73	26	55
	Language	100	17	45	100	23	46	100	17	49	77	23	49	74	21	50
	Mathematics	100	36	50	100	51	52	100	38	54	77	37	56	74	41	58

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 6-7	68	73
Grades 7-8	86	86
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	*Less than 10 students matched	**No information available
		***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Students wear school uniforms and this policy is strictly enforced. Procedures for behavior during different school activities and functions are reviewed with students; discipline matrix has been developed and is reviewed with students. All staff becomes involved in helping the students follow appropriate procedures and behavior in school. Safe Schools Officer teaches law-related education and also reviews school rules with every class. Students are supervised at all times during the day.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

5

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 1999-2000	NDS	NDS

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$129,798.01 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

Trigger Funds were used to increase base teacher salaries by \$1240-\$1500 for FY 2000-01 to attract new quality teachers to the classroom.

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Stephen V. Smith	(928) 627-1015	
Transportation Policy	Connie Rutherford	(928) 627-2953	
Community Resources	Ana Duarte	(928) 627-1015	
School Nutrition Programs	Delia Gradias	(928) 627-8373	
Parent Organization	Ana Duarte	(928) 627-1015	
Student Health/Nurse	Rosie Figueroa	(928) 627-2239	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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